

IB Assessment Policy McCluer North High School-060707

Overview

The Ferguson-Florissant School District (FFSD) will provide an educational program for students which will prepare them to be global citizens emphasizing democratic principles and equitable practices. We recognize our students will grow up in communities, a nation, and a world filled with complexities and constant change. We desire to see our students as leaders in these cultural/geopolitical contexts. As a result, it is incumbent upon us to develop students who have the ability to think, own a sense of responsibility, and love learning. One way to measure these various goals is through the use of multiple forms of assessments.

The district is responsible for offering educational opportunities recognizing and celebrating diversity. During the 17-18 school year, the Board of Education adopted an Equity Resolution centered on promoting diversity and cultural understanding at the local level. The Equity Resolution will influence the way funds are allocated and future planning. Advancing the cause of diversity will require a forward looking curriculum as well as one valuing lessons from the past. A rich and valuable education is represented in a way that accommodates a variety of learning styles, interests, and talents. We desire all our students to experience such a dynamic learning experience. Above all, we believe that every student entering our schools is valuable and deserving of an education helping them live a fulfilling life. We also commit to giving this level of education to students who may not understand the value of learning at this stage in their lives.

The McCluer North International Baccalaureate Diploma Programme moves students from valuing equity in a local context to thinking in a principled way globally. By learning to speak and write in a second language and appreciating other cultures from around the world, North IB students can begin the process of converting ideas into action. Through learning here, our IB students will aspire to improve the world around them as well as improving themselves. All the attempts to achieve these worthy goals need to be measured through assessment, reflected upon, and adjusted for improvement.

Theory & Purpose of Assessment

Assessment has been and will continue to be an important component of formalized education. Assessment, when used correctly, will improve student learning through reflective data analysis. The misuse of data from simplistic test policies in a one size fits all approach has hindered the improvement of educational systemically at the local, state, and national levels. Our attempt in an assessment policy will try to avoid the pitfalls of previous attempts. Therefore, we believe the best assessment policy should have guiding parameters centered in the IB framework. A policy emphasizing fairness, balance, thoroughness, and a variety of ways to communicate learning are indispensable. Essential to strong assessments for IBDP preparation also include the demonstration of complexity of thought and skills across multiple disciplines.

IB North faculty will base assessments using the following ideas centered in the IB frameworks:

- a) Assessments will not only be varied in structure and content, but will contain several ways for students to communicate what they have learned. They will also be given at appropriate times throughout the entire course length.
- b) Assessments will promote skills based thinking application rooted in subject knowledge content. They will also align with IB subject guides, course outlines, and syllabi when applicable.
- c) Assessments will be just, equitable, and clearly evident for all including ESL and Special needs students.
- d) Assessment results will be returned in a timely manner with specific feedback communicated in a way for student improvement. Grades will be posted for individual students and their parents/guardians to view on the Tyler SiS portal.

North Professional Learning Communities (PLCs) meet once a month for 3 hours to discuss many content related items, assessments, and data from assessments. The time block will be divided into two. The first 120 minutes will be content based PLCs while the second 60 minutes will be reserved for IB teachers and 9th grade cohort vertical teaming. During PLC meetings, teachers will plan and reflect on instruction and learning for improved student outcomes. Part of this improvement will be the development and critical evaluation of teacher made assessments. PLC time will also be dedicated to planning and evaluating state and IB assessments results. Data has little meaning unless some sort of change is made by those viewing the information. PLCs will use multiple forms of data to make informed changes to instruction, curriculum, and assessments.

Forms of Assessments-

Formative assessments are used to guide instruction and check for understanding. While formatives can be graded, they should be used minimally in final grade calculation. This type of assessment allows the teacher to identify concepts that need to be taught, clarified, or re-taught before a summative assessment is given. Students should use formative assessments as timely relevant feedback to understand areas of proficiency or deficiency so that they can determine which areas to target before a summative assessment. Formatives are invaluable tools to help give students and teachers instant feedback related to learning.

Summative assessments are cumulative and are used to determine whether students have met the objectives for a particular chapter or unit. These assessments also allow teachers to evaluate their teaching practices and to improve instruction. Students should use these assessments to gain a deeper understanding of what they have learned and how well they have learned standards.

A practice we are slowly moving to at McCluer North is Project Based Learning (PBL). There is vertical alignment with the FFSD elementary gifted education program, the FFSD middle school STEAM Academy, and the McCluer North 9th and 10th grade Challenge Program(s). This teaching and learning technique in grades 3-10 provides a foundation for the rigorous IB curriculum in grades 11-12. Interdisciplinary themes of the PBLs set the stage for thinking success expected in the IB Diploma Programme. Furthermore, all FFSD students in grades K-12 are expected to construct arguments both orally and in writing using evidence from complex informational text to support their thinking. These expectations are woven throughout all courses in the school in grades 9-12.

FFSD Grading System

The FFSD grading scale for students is:

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| 90 - 100% | = A |
| 80 - 89% | = B |
| 70 - 79% | = C |
| 60 - 69% | = D |
| 0 - 59% | = F |

Semester grades are calculated by a running total from both quarters. Grades are posted four times a year: October (1st Quarter), December (2nd Quarter and 1st Semester), March (3rd Quarter), and May (4th Quarter and 2nd Semester). Grades are weighted according to each specific course curriculum guide. For some courses, grades are composed of summative, classwork, homework, state assessments and Final Exams. Each one of these categories have been given a specific percentage of value. Students and Parents may check their grades online 24/7 using the Tyler Student Information System (Tyler SIS). For other courses, grades are determined by a criterion referenced system. If Criterion referenced grading practices are used, grades will be converted to the traditional grading scale for the official report card and transcript.

Assessment Calendar

Before the start of the school year, the MN IB Assessment Calendar will be created as a Google calendar by the IB Coordinator. The IB calendar will be shared with IB teachers, students, and parents. The calendar will contain all pertinent information regarding assessments for the 6 area IB courses, ToK, Extended Essay, and CAS. The goal of the calendar is to coordinate and communicate assessment deadlines, dates, and schedules. The IB Coordinate will work with the IB steering committee to make sure assessments are spread in order to minimize stress for both teachers and students and to maximize academic success in each course.

IB Testing Storage

External Assessment (EA) tests administered in May will take place in Room 2180 and will follow required IB testing procedures. All EA's will be stored securely in the MN main office vault

after initially being delivered. The IB Coordinator, with help from Main Office personnel, will properly store all assessments in the locked vault while they are at the school before being sent back. Only the IB Coordinator, Head Principal, and Head Secretary will have access to the vault and the assessments while the tests are being stored. The vault is located in the main office. Both the office and the vault are locked at the end of each day.

For Internal Assessments (IA), IB teachers will utilize the ManageBac platform.

Roles in Assessment

IB students at North will work towards obtaining academic and personal success as measured by the 10 concepts found in the IB Learner Profile. One way to measure growth towards profile characteristic achievement is through demonstrated success of IB and IB class assessments. Students will strive for excellence on evaluations related to IB by paying careful attention in class and minimizing hindering distractions, studying individually and corporately outside of class time, and asking teachers for clarifications and help when needed. Students will also take ownership for their own learning as a precursor to academic success.

Teachers at North will assess in multiple ways using a variety of tools in order to reach all type of learners. All assessments will have a basis in IB protocols, content, and skills. In particular, teachers will design fair and balanced assessments that challenge students to think at analyzation, synthesis, and evaluative levels. Teachers will ask peers and students for feedback regarding the assessments as a way to reflect. Quantitative data from assessments will be used to make curriculum and instructional decisions.

The IB Coordinator will communicate with teachers, students, and parents/guardians IB assessment procedures and philosophy. He/she will monitor assessments appropriateness through communications with teachers, students, and parents. The IB Coordinator is responsible for test sign-up, contact with IB authorities, and administering the May testing schedule.

Parents/Guardians will monitor student progress via Teacher conferences, the Tyler SiS Parent portal, emails, and phone calls. They will encourage students to do their best through positive words, reaching out to IB teachers if concerns arise, and create a good learning environment at home.

Policy Review

Like all other IB policies for the McCluer North DP, we need to review this when needed. At a minimum, the Assessment Policy will be reviewed every other year by the IB Steering Committee, the IB Coordinator, and the Administration team.

Assessment Policy Collaborators

- IB Coordinator: Forbes

- Assistant Principal: King
- Science Department Chair: Hancock
- Guidance Department Chair: Calvert-French
- IB Steering Committee

Sources used to formulate this policy-

Diploma Programme assessment Principle and practice, Copyright IBO, 2004

IB Assessment principles and practices: A guide to assessment for students and their parents/guardians, Copyright, IBO 2016

IB Assessment principles and practices: A guide to assessment for teachers and coordinators, Copyright, IBO 2016

Ferguson-Florissant School District 2017-2018 Policies and Procedures

https://data.fergflor.k12.mo.us/policy/policy_book/17-18/Policy%20Book%202017-2018%2002-21-18.pdf